

UNION COUNTY

SCHOOLS

CERTIFIED PERSONNEL

EVALUATION

POLICY, PROCEDURES, AND FORMS

Draft Spring 2001

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-CERTIFIED PERSONNEL-

Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees, which is in compliance with applicable statute and regulation.¹

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

All certified school personnel shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.²

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two members of the panel shall be elected by and from the certified employees of the District. Two alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one certified employee and one alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from September 16 to September 15. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten (10) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee and may have representation of their choosing.

Evaluation**APPEAL FORM**

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL RECOMMENDATIONS

The panel shall issue a ^{decision} ~~recommendation~~ to the district Superintendent within ^{55 calendar} ~~thirty (30) working~~ days from the date an appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board.

SUPERINTENDENT

The Superintendent shall receive the panel's ^{decision} ~~recommendation~~ and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Board of Education for approval.

PERSONNEL

03.18
(CONTINUED)

Evaluation

REFERENCES:

¹KRS 156.557, 704 KAR 3:345

OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

²03.15

03.16; 02.14

Adopted/Amended: 7/17/00

Order #: 00:116

CERTIFIED PERSONNEL EVALUATION PROCEDURES

Instructional Evaluation: The Union County Board of Education recognizes that the teaching process is an extremely complex one, and that the appraisal of this process is a difficult and technical function. But, because it is universally accepted that good teaching is the most important element in a sound educational program, teacher appraisal shall be done.

The appraisal of teaching service should serve four (4) purposes:

- a. To raise the quality of instruction and educational services to the children of the community;
- b. To aid the individual teacher to grow professionally by providing the opportunity for individual decisions for improvement;
- c. To raise the standards of the teaching professional as a whole; and
- d. To institute a measure of accountability to citizens and school supporters.

Administrative Evaluation: The Union County Board of Education further recognizes that professional development for administrators requires a continuous, on-going program to improve performance for each member and to help each person become the best administrator possible. Such improvement involves the assessment of strengths and weaknesses in order that plans be developed which will provide positive change toward achieving our educational goals, build support for our schools, and improve leadership personnel. Therefore, administrator appraisal shall be done.

The appraisal of administrators shall serve four (4) purposes:

- a. To raise the quality of role performance and educational services to the children of the community;
- b. To aid the individual administrator to grow professionally by providing the opportunity for individual decisions for improvement;
- c. To raise the standards of administration as a profession; and
- d. To institute a measure of accountability to citizens and school supporters.

Therefore, the Union County Board of Education charges the certified staff with developing, organizing, implementing, and annually review a district-wide program for evaluating all certified personnel except the Superintendent. An evaluation committee consisting of an equal number of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of superintendent. This committee shall include at least one teacher from each of the school district's five A1 schools, and the administrators shall include at least one principal, one assistant principal, one counselor, and one central office administrator.

Evaluation Program

1. The immediate supervisor of the certified school employee shall be designated the primary supervisor. Additional administrative personnel may be used to observe and provide information to the primary supervisor. Itinerant teachers shall receive their summative evaluation from their home-school principal with observation data from all assigned principals. If requested by the teacher, observations by another teacher trained in the teacher's content areas or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible be determined through mutual agreement by supervisor and employee. A teacher who exercises this option shall do so, in writing to the supervisor, by no later than February 15 of academic year in which the summative evaluation occurs. If the supervisor and employee have not agreed upon the selection of the third party observer within five school days of the teacher's written request, the supervisor shall select the third party observer.
2. All monitoring or observations of performance of a certified employee shall be conducted openly and with full knowledge of the teacher or administrator. The length of each formal observation shall be properly noted on the evaluation form and should be a minimum of 30 minutes.
3. The evaluation process for all certified employees below the level of superintendent shall include an annual professional growth plan. This professional growth plan shall be aligned with specific goals and objectives of the school consolidated plan or the district consolidated plan.
4. The evaluation process developed for the superintendent by the Board of Education shall include provisions for assistance for professional growth of the superintendent pursuant to KRS 156.111.
5. Evaluation shall include formative conferences between the supervisor and the person evaluated within five school days following each observation. In addition, the summative conference shall be held at the end of the evaluation cycle and include all evaluation data.
6. Evaluation with multiple observations shall occur annually for each nontenured certified employee. At least one formal observation shall occur prior to November 20. A second formal observation shall occur prior to April 20. The formative data collected during the beginning teacher internship (KTIP) period may be utilized in summative evaluation of the intern.
7. Summative evaluation shall occur, but not be limited to, a minimum of once very three-year period for each tenured teacher. At least one formal observation shall occur prior to April 20.

8. Summative evaluation shall occur annually for administrators. At least one formal observation shall occur prior to April 20. The formative data collected during the beginning principal internship (KPIP) period may be utilized in summative evaluation of the intern.
9. Multiple observations shall be conducted with certified employees whose initial observation results are unsatisfactory.
10. All evaluations of certified employees below the level of district superintendent shall be in writing on an evaluation form and become part of the official personnel record.
11. All observations shall include documentation of information to be used in determining the performance of the employee.
12. An individual corrective action plan is to be completed by the supervisor, with discussion from the employee, as it relates to an "unsatisfactory" rating on any one standard from the summative evaluation. The supervisor and employee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the employee's improvement of the standard. Such an individual corrective action plan may be initiated at any time by the supervisor when formative evaluation data indicate the likelihood of an "unsatisfactory" rating if corrective action is not taken.
13. The evaluation process shall provide an opportunity for a written response by the employee with such response becoming part of the employee's official personnel record.
14. A copy of the evaluation shall be provided to the employee.
15. Summative evaluations shall be completed by April 20.
16. All certified staff shall be annually orientated, including explanation and discussion, with regard to the evaluation policies, procedures, process, forms, criteria for evaluation, and appeals. The building principals and/or the district instructional supervisor shall conduct this orientation no later than the end of the first month of reporting for employment for each school year.
17. Supervisors shall be trained by the Kentucky Department of Education in the identification of effective teaching and management practices, observation techniques, conference techniques, and techniques for establishing professional growth plans. Supervisors shall be trained by the instructional supervisor as to the district's evaluation process and the use of specific evaluation forms. Principals and supervisors, also, shall be fully trained in the Kentucky Teacher Internship Program (KTIP). All supervisors shall receive a minimum of twelve hours of update training every two-year cycle.

18. The school district's superintendent shall designate a central office certified administrator as the district contact person responsible for monitoring the evaluation training and implementing the district evaluation plan.

Appeal of Summative Evaluation

1. The Board has the responsibility to afford all certified employees the right to appeal a summative evaluation through an established and specific procedure including an Appeals Panel.
2. The responsibility of the Appeals Panel is to hear an appeal from any certified employee in reference to employee's summative evaluation.
3. Two members of the Appeals Panel shall be elected by the certified employees of the district. One member shall be appointed by the Board of Education and that person shall be a certified employee of the Board. The Superintendent shall appoint one these three members as Appeals Panel Chairperson. Alternate membership to the Appeals Panel shall be elected and appointed as stated above. Appeals Panel elections and appointments will be held before September 15 of each school year. The names and positions of members, alternates, and chairperson shall be posted in each school and on file at central office.
4. An alternate will take a seat on the Appeals Panel when:
 - a) a member of the Appeals Panel wishes to make an appeal;
 - b) illness or circumstances beyond a member's control prevents attendance;
 - c) a relative of a member is appealing; or
 - d) a member has been prejudiced in the appeal being considered.
5. Any certified employee may submit an appeal to the Appeals Panel. The Appeals Panel shall provide for the right to petition for timely review of their evaluation for employees who think they were not fairly evaluated.
6. Certified personnel shall have the right to appeal within 10 working days after receiving a summative evaluation by their immediate supervisor. The Appeals Panel will have no jurisdiction unless an appeal is filed to the Appeals Panel. Appeals must be submitted in writing to the Appeals Panel Chairperson.
7. An original and three copies of any appeal must be submitted in writing stating reason for appeal on the Appeals Panel Hearing Request Form, placed in a sealed envelope, and delivered to the Appeals Panel Chairperson.
8. The Appeals Panel Chairperson upon receipt of the sealed appeal will date the envelope, provide the appellant a receipt, and contact the other two panel members to set a review date. The appeal will be reviewed within 10 workdays of its receipt.

9. The Appeals Panel, functioning as a legal body, will meet, unseal the written appeal, and review the appeal. The Appeals Panel Chairperson will ask the employee and the supervisor to submit a copy of all documentation that concerns the summative evaluation. The employee and the supervisor will be asked to submit lists of persons who may be called as witnesses at a hearing. All such documentation must be submitted to the Appeals Panel Chairperson within five workdays of receipt of written request from Appeals Panel Chairperson.
10. Copies of all documentation shall be given to both parties prior to the hearing. The employee has right to presence of employee's chosen representative at hearing. The supervisor has the same right.
11. Any hearing will be held within 45 calendar days from receipt of appeal. The hearing will adhere to the following format:
 - a) Reading of the written appeal by Appeals Panel Chairperson.
 - b) Questioning of employee and/or supervisor by panel.
 - c) Presentation of documentation and witnesses by employee.
 - d) Presentation of documentation and witnesses by supervisor.
 - e) Follow-up questioning by panel of any witnesses, employee, and/or supervisor.
 - f) Dismissal of hearing.
12. The supervisor or employee shall not be allowed to present any documentation that had not been submitted to Appeals Panel Chairperson prior to hearing. Nor shall the supervisor or employee call any witnesses whose names were not submitted to Appeals Panel Chairperson prior to hearing.
13. At anytime, either the appellant or the supervisor may concede in writing to the Appeals Panel Chairperson, and the Appeals Panel process will be terminated.
14. The decision of the Appeals Panel shall be given in writing to both the appellant, the supervisor, and the Superintendent within 10 calendar days of hearing date. The Appeals Panel may decide to:
 - a) Rule in favor of the appellant, either whole or in part;
 - b) Uphold the evaluation; or
 - c) Call for a second evaluation.
15. A certified employee who feels that the Union County School District has not properly implemented the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Department of Education. No later than thirty days after the final action or decision at the district level, the certified employee may submit a written request to the Kentucky Commissioner of Education for review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

APPEALS PANEL HEARING REQUEST FORM

I, _____, have been evaluated by _____ during the current evaluative cycle. My disagreement with the findings of the summative evaluation have been thoroughly discussed with my evaluator.

I respectfully request the Union County School District Certified Evaluation Appeals Panel to hear my appeal. This appeal challenges the summative findings on:

- substance
- procedure
- both substance and procedure

Signature

Date

Date of summative conference _____

Date evaluator notified of intent to appeal _____

This form along with three copies shall be presented in sealed envelope in person or by mail to the chairperson of the Appeals Panel within ten working days of completion of the summative conference.

_____ School Year

**ANNUAL
INDIVIDUAL PROFESSIONAL GROWTH PLAN**

EMPLOYEE

DATE

WORKSITE

1. IDENTIFIED SCHOOL/DISTRICT CONSOLIDATED PLAN GOAL OR OBJECTIVE:

2. INDIVIDUAL GROWTH OBJECTIVE(S)
(Must align with specific goal or objective of consolidated plan):

3. PROCEDURES AND ACTIVITIES FOR ACHIEVING GROWTH OBJECTIVE(S):

4. EXPECTED IMPACT:

5. APPRAISAL METHOD AND TARGET DATE(S):

6. EMPLOYEE'S COMMENTS:

7. SUPERVISOR'S COMMENTS:

Individual Growth Plan Developed

Achieved/Revised/Continued

Employee/Date

Employee/Date

Supervisor/Date

Supervisor/Date

_____ School Year

**ANNUAL
INDIVIDUAL CORRECTIVE ACTION PLAN**

EMPLOYEE

DATE

WORKSITE

1. PERFORMANCE STANDARD:

2. CRITERION:

3. GROWTH OBJECTIVES(S): Describe desired outcome.

4. PROCEDURES AND ACTIVITIES FOR ACHIEVING OBJECTIVE(S):

5. APPRAISAL METHOD AND TARGET DATE(S):

6. EMPLOYEE'S COMMENTS:

7. SUPERVISOR'S COMMENTS:

Individual Growth Plan Developed

Achieved/Revised/Continued

Employee/Date

Employee/Date

Supervisor/Date

Supervisor/Date

TEACHER SUMMATIVE EVALUATION FORM UNION COUNTY PUBLIC SCHOOLS

INSTRUCTIONS:

The attached evaluation form has ten standards to be evaluated. The teacher is to be rated as satisfactory, needs improvement, or unsatisfactory on each of these standards after the supervisor has considered the specific indicators listed. The supervisor is encouraged to circle those letters that indicate specific duties or behaviors that generated the rating. No teacher is expected to get a circle on every indicator. The ten standards to be evaluated correspond to the ten teacher standards as adopted by the Kentucky State Board of Education. The indicators under each standard have been developed by a committee of Union County teachers and administrators and approved by the Union County Board of Education.

S	means	SATISFACTORY
NI	means	NEEDS IMPROVEMENT
U	means	UNSATISFACTORY
NA	means	NOT APPLICABLE

STANDARD 1: Demonstrates Professional Leadership

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well being.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Builds positive relationships within and between school and community.
- b. Participates in policy design and curriculum development at school, district and community levels.
- c. Practices effective listening, conflict resolution and group facilitation skills.
- d. Communicates ideas effectively.
- e. Contributes to the profession, knowledge and expertise about teaching and learning.
- f. Uses discretion with regard to confidential information and school related matters.
- g. Adheres to school rules, school board policies, and administrative procedures.
- h. Submits records and reports in an accurate and prompt manner.
- i. Demonstrates punctuality and good attendance for all duties.
- j. Adheres to the state professional Code of Ethics.

Comments: _____

STANDARD 2: Demonstrates Knowledge of Content

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Demonstrates current knowledge that allows for integration of ideas and information across disciplines.

- b. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach the students' ability levels and learning styles.
- c. Connects content knowledge to real-world applications.
- d. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
- e. Collaborates with other teachers to implement cross-disciplinary approaches to instruction.

Comments: _____

STANDARD 3: Designs/Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.
- b. Develops instruction that requires students to apply knowledge, skills, and thinking processes to encourage students to be flexible and creative.
- c. Integrates skills, thinking processes, and content across disciplines.
- d. Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.
- e. Creates and uses learning experiences that are developmentally appropriate for learners.
- f. Develops and incorporates strategies that address diversity and that show sensitivity to differences.
- g. Arranges the physical classroom to support the types of teaching and learning that are to occur.
- h. Includes creative and appropriate school and community resources to support learning.

Comments: _____

STANDARD 4: Creates/Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.
- b. Maintains positive classroom interaction by establishing appropriate expectations during group activities.
- c. Shows flexibility and creativity in the development of classroom processes and instructional procedures.
- d. Locates and organizes materials and equipment to create an enriched leaning environment.
- e. Encourages and supports individual and group inquiry.
- f. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.

- g. Lesson plans and/or classroom teaching reflect a variety of instructional strategies.
- h. Works with colleagues to develop an effective learning climate within the school, i.e. school committees, group planning etc.

Comments: _____

STANDARD 5: Implements/Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Communicates specific goals and high expectations for learning.
- b. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.
- c. Models/demonstrates the skills, concepts, and/or thinking processes to be learned.
- d. Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.
- e. Provides opportunities for students to increase their knowledge of cultural similarities and differences.
- f. Stimulates students to reflect on their own ideas and those of others.
- g. Uses appropriate questioning strategies to help students solve problems and think critically.
- h. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
- i. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
- j. Makes efficient use of physical and human resources and time.
- k. Provides opportunities for students to use and practice what is learned.
- l. Clarifies student misconceptions and provides guidance.

Comments: _____

STANDARD 6: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Selects and uses appropriate assessments that are consistent with Kentucky's assessment program.
- b. Makes appropriate a provision for assessment processes that address diversity.
- c. Provides an opportunity for students to assess and improve their performance based on prior assessment results.

- d. Communicates expectations, criteria for assessment, and student progress.

Comments: _____

STANDARD 7: Reflects/Evaluates Teaching/Learning

The teacher reflects on and evaluates teaching/learning.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA:

- a. Assesses and analyzes the effectiveness of instruction.
- b. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.
- c. Assesses programs and curricula.

Comments: _____

STANDARD 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.
- b. Discusses with parents, students and others the purpose and scope of the collaborative effort.
- c. Secures and makes use of school and community resources.
- d. Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.
- e. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

Comments: _____

STANDARD 9: Engages in Professional Development

The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Strives for self-improvement in teaching.
- b. Participates constructively in professional development activities.

- c. Establishes priorities for professional growth.
- d. Develops an individual professional growth plan to improve own performance.

Comments: _____

STANDARD 10: Demonstrates Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Uses computer terminology, demonstrates basic knowledge of computer/peripheral parts and uses a variety of software.
- b. Uses computer to enhance professional productivity (includes activities such as word processing, creating spreadsheets and databases, accessing electronic mail, etc.).
- c. Uses computers and other technologies to enhance and or support instruction (includes activities such as multimedia presentations, use of video cameras, use of digital cameras, interactive instruction, Internet research, use of graphing calculators, etc.).
- d. When appropriate, uses technology to design individual, small group, and large group learning activities that address diverse learning styles.
- e. Explores and evaluates different technology resources (includes software, Internet sites, etc.)
- f. Practices equitable and legal use of computers and technology in professional activities.
- g. Instructs and supervises students in the ethical and legal use of technology.
- h. Requests and uses appropriate assistive and adaptive devices for students with special needs.

Comments: _____

Teacher:

CLASSROOM OBSERVATIONS:

DATE: _____ TIME: _____
LENGTH OF OBSERVATION: _____
OBSERVER: _____

DATE: _____ TIME: _____
LENGTH OF OBSERVATION: _____
OBSERVER: _____

CONFERENCES:

DATE: _____ COMMENTS: _____

Supervisor Signature: _____ Employee Signature _____

DATE: _____ COMMENTS: _____

Supervisor Signature: _____ Employee Signature _____

THE SUMMATIVE EVALUATION HAS BEEN DISCUSSED WITH ME IN A CONFERENCE WITH THE SUPERVISOR.

DATE: _____

DATE: _____

SUPERVISOR

EMPLOYEE

**GUIDANCE COUNSELOR SUMMATIVE EVALUATION FORM
UNION COUNTY PUBLIC SCHOOLS**

INSTRUCTIONS:

The attached evaluation form has nine standards to be evaluated. The counselor is to be rated as satisfactory, needs improvement, or unsatisfactory on each of these standards after the supervisor has considered the specific indicators listed. The supervisor is encouraged to circle those letters that indicate specific duties or behaviors that generated the rating. No counselor is expected to get a circle on every indicator. The nine standards to be evaluated correspond to the nine guidance counselor standards as adopted by the Kentucky State Board of Education. The indicators under each standard have been developed by a committee of Union County teachers and administrators and approved by the Union County Board of Education.

S	means	SATISFACTORY
NI	means	NEEDS IMPROVEMENT
U	means	UNSATISFACTORY
NA	means	NOT APPLICABLE

Standard 1: Program Management, Research, and Evaluation

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Defines needs and priorities.
- b. Determines objectives.
- c. Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
- d. Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- e. Evaluates the program to assure its contribution to the school's mission and goals.
- f. Uses information systems and technology.

Comments: _____

Standard 2: Developmental Guidance Curriculum

The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Assesses the developmental need of students.
- b. Addresses the academic expectations and school-to-work initiatives.
- c. Prepares students for successful transitions.
- d. Evaluates the results of the curriculum's impact.
- e. Modifies the curriculum as needed to continually meet the needs of students.

- f. Guides individuals and groups of students through the development of educational and career plans.
- g. Provides guidance for maximizing personal growth and development.
- h. Teaches the school developmental guidance curriculum.
- i. Assists teachers in the teaching of the guidance curriculum

Comments: _____

Standard 3: Individual/Small Group Counseling

The school counselor uses short term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Provides a safe, confidential setting in which students present their needs and concerns.
- b. Promotes wellness.
- c. Responds to crises.
- d. Communicates empathy and understanding.
- e. Utilizes a broad range of techniques and accepted theories appropriate to school counseling.
- f. Utilizes assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics and careers).
- g. Intervenes in problem/conflict situations and conduct follow-up sessions.
- h. Respects and nurtures the uniqueness of each student.
- i. Mediates classroom and student conflict.
- j. Empowers students to develop and use their resources.

Comments: _____

Standard 4: Consultation/Collaboration

The school counselor functions in a cooperative process to assist others to effectively meet the needs of students. Through consultation the school counselor advocates for students.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Consults with parents, faculty, staff, administrators and others to enhance their work with students.
- b. Interprets relevant information concerning the developmental needs of students.
- c. Reduces barriers to student learning through direct referred services.
- d. Facilitates new student integration into the school environment.
- e. Works with teachers to provide support for students in a crisis situation.
- f. Interacts with school councils, Family Resource/Youth Service Center Advisory Councils, and/or school committees.
- g. Facilitates successful communication between and among teachers, parents, teacher and students.
- h. Works with teachers and administrators relevant to behavior management to promote and support intervention strategies.
- i. Consults with external community and professional resources.

Comments: _____

Standard 5: Coordination

The school counselor functions as a coordinator in bringing together people and resources in the school, the community and the district for the fullest academic, career, personal and social development of the students.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Coordinates with school and community personnel, including school councils, to provide resources for students.
- b. Uses an effective referral process for assisting students and others to use special programs and services.
- c. Identifies community agencies for referral of students.
- d. Maintains cooperative working relationships with community resources.
- e. Facilitates successful transition from one level of education to the next (i.e. elementary to middle).

Comments: _____

Standard 6: Assessment

The school counselor collaborates with other school and district staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements and interests.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Participates in the planning and evaluation of the district/school testing program.
- b. Assesses, interprets and communicates learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles.
- c. Collaborates with staff concerning assessment of special needs students.
- d. Uses assessment results and other sources of student data in formulating student career/graduation plans.
- e. Coordinates student records to ensure the confidentiality of assessment data.
- f. Provides orientation sessions for faculty, students and parents regarding the assessment program.

Comments: _____

Standard 7: Adheres to Professional Standards

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Adheres to professional codes of ethics of American Counseling Association, American School Counseling Association and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- b. Adheres to federal/state laws and regulations related to education and child protection.
- c. Adheres to school rules, school board policies, and administrative procedures.
- d. Performs duties consistent with school, district, and community goals.
- e. Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- f. Is knowledgeable of the position statements of the American School Counselor Association.
- g. Identifies activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

Comments: _____

Standard 8: Demonstrates Professional Leadership

The school counselor provides professional leadership within the school, community and education profession to improve student learning and well being.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

- a. Builds positive relationships within and between school and community.
- b. Promotes leadership potential in colleagues.
- c. Participates in professional organizations and activities.
- d. Writes and speaks effectively.
- e. Provides input into the development of curriculum.
- f. Practices effective listening, conflict resolution and group-facilitation skills as a team member.
- g. Presents program in a manner that reflects sensitivity to a multicultural and global perspective.
- h. Works with colleagues to administer an effective learning climate within the school.
- i. Demonstrates punctuality and good attendance for all duties.

Comments: _____

Standard 9: Engages in Professional Development

The school counselor evaluates his or her own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE):

- a. Establishes priorities for professional growth.
- b. Analyzes student performance to help identify professional development needs.
- c. Solicits input from others in the creation of individual professional development plans.
- d. Implements knowledge and skills acquired through on-going professional development.
- e. Modifies own professional development plan to improve performance and to promote student learning.

Comments: _____

Counselor:

OBSERVATIONS:

DATE: _____ TIME: _____
LENGTH OF OBSERVATION: _____
OBSERVER: _____

DATE: _____ TIME: _____
LENGTH OF OBSERVATION: _____
OBSERVER: _____

CONFERENCES:

DATE: _____ COMMENTS: _____

DATE: _____ COMMENTS: _____

THE SUMMATIVE EVALUATION HAS BEEN DISCUSSED WITH ME IN A CONFERENCE WITH
THE SUPERVISOR.

DATE: _____

DATE: _____

SUPERVISOR

EMPLOYEE

Approved: xxxxx xx, 2001

ADMINISTRATOR SUMMATIVE EVALUATION FORM UNION COUNTY PUBLIC SCHOOLS

INSTRUCTIONS:

The attached evaluation form has six standards to be evaluated. The administrator (principal, assistant principal, or central office administrator) is to be rated as satisfactory, needs improvement, or unsatisfactory on each of these standards after the supervisor has considered the specific indicators listed. The supervisor is encouraged to circle those letters that indicate specific duties or behaviors that generated the rating. No administrator is expected to get a circle on every indicator. The six standards to be evaluated correspond to the six administrator standards as adopted by the Kentucky State Board of Education. The indicators under each standard have been developed by a committee of Union County teachers and administrators and approved by the Union County Board of Education.

S	means	SATISFACTORY
NI	means	NEEDS IMPROVEMENT
U	means	UNSATISFACTORY
NA	means	NOT APPLICABLE

Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

The administrator facilitates, processes and engages in activities ensuring that:

- a. the vision and mission of the school are effectively communicated to staff, parents, students and community members.
- b. the vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities.
- c. the core beliefs of the school vision are modeled for all stakeholders.
- d. the vision is developed with and among stakeholders.
- e. the contributions of school community members to the realization of the vision are recognized and celebrated.
- f. progress toward the vision and mission is communicated to all stakeholders.
- g. the school community is involved in school improvement efforts.
- h. the vision shapes the educational programs, plans and action.
- i. an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- j. assessment data related to student learning are used to develop the school vision and goals.
- k. relevant demographic data pertaining to students and their families are used in developing the school mission and goals.
- l. barriers to achieving the vision are identified, clarified and addressed.
- m. needed resources are sought and obtained to support the implementation of the school mission and goals.

- n. exiting resources are used in support of the school vision and goals.
- o. the vision, mission and implementation plans are regularly monitored, evaluated and revised.

Comments: _____

Standard 2: School Culture and Learning

A school administrator is an educational leader who promoted the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

The administrator facilitates processes and engages in activities ensuring that:

- a. all individuals are treated with fairness, dignity and respect.
- b. professional development promotes a focus on student learning consistent with the school vision and goals.
- c. students and staff feel valued and important.
- d. the responsibilities and contributions of each individual are acknowledged.
- e. barriers to student learning are identified, clarified and addressed.
- f. diversity is considered in developing learning experiences.
- g. life long learning is encouraged and modeled.
- h. there is a culture of high expectations for self, student and staff performance.
- i. technologies are used in teaching and learning.
- j. student and staff accomplishments are recognized and celebrated.
- k. multiple opportunities to learn are available to all students.
- l. the school is organized and aligned for success.
- m. curricular, co-curricular and extra-curricular programs are designed, implemented, evaluated and refined.
- n. curriculum decisions are based on research, expertise of teachers and the recommendations of learned societies.
- o. the school culture and climate are assessed on a regular basis.
- p. a variety of sources of information are used to make decisions.
- q. student learning is assessed using a variety of techniques.
- r. multiple sources of information regarding performance are used by staff and students.
- s. a variety of supervisory and evaluation models are employed.
- t. pupil personnel programs are developed to meet the needs of students and their families.

Comments: _____

Standard 3: Management

A school administrator is an educational leader who promoted the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

The administrator facilitates processes and engages in activities ensuring that:

- a. knowledge of learning, teaching and student development is used to inform management decisions.
- b. operational procedures are designed and managed to maximize opportunities for successful learning.
- c. emerging trends are recognized, studied and applied as appropriate.
- d. operational plans and procedures to achieve the vision and goals of the school are in place.
- e. collective bargaining and other contractual agreements related to the school are effectively managed.
- f. the school plant, equipment and support systems operate safely, efficiently and effectively.
- g. time is managed to maximize attainment of organizational goals.
- h. potential problems and opportunities are identified.
- i. problems are confronted and resolved in a timely manner.
- j. financial, human and material resources are aligned to the goals of schools.
- k. the school acts entrepreneurially to support continuous improvement.
- l. organizational systems are regularly monitored and modified as needed.
- m. stakeholders are involved in decisions affecting schools.
- n. responsibility is shared to maximize ownership and accountability.
- o. effective problem-framing and problem-solving skills are used.
- p. effective conflict resolution skills are used.
- q. effective group process and consensus building skills are used.
- r. effective communication skills are used.
- s. there is effective use of technology to manage school operations.
- t. fiscal resources of the school are managed responsible, efficiently and effectively.
- u. a safe, clean and aesthetically pleasing environment is created and maintained.
- v. human resource functions support the attainment of school goals.
- w. confidentiality and privacy of school records are maintained.

Comments: _____

Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

The administrator facilitates processes and engages in activities ensuring that:

- a. high visibility, active involvement and communication with the larger community are a priority.
- b. relationships with community leaders are identified and nurtured.
- c. information about family and community concerns, expectations and needs is used regularly.
- d. there is outreach to different business, religious, political and service agencies and organizations.

- e. credence is given to individuals and groups whose values and opinions may conflict.
- f. the school and community serve one another as resources.
- g. available community resources are secured to help the school solve problems and achieve goals.
- h. partnerships are established with area businesses, institutions of higher education and community groups to strengthen programs and support school goals.
- i. community youth family services are integrated with school programs.
- j. community stakeholders are treated equitably.
- k. diversity is recognized and valued.
- l. effective media relations are developed and maintained.
- m. a comprehensive program of community relations is established.
- n. public resources and funds are used appropriately and wisely.
- o. community collaboration is modeled for staff.
- p. opportunities for staff to develop collaborative skills are provided.

Comments: _____

Standard 5: Integrity, Fairness, and Ethics

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

The administrator:

- a. examines personal and professional values.
- b. demonstrates a personal and professional code of ethics.
- c. demonstrates values, beliefs and attitudes that inspire others to higher levels of performance.
- d. serves as a role model.
- e. accepts responsibility for school operations.
- f. considers the impact of one's administrative practices on others.
- g. uses the influence of the office to enhance the educational program rather than the personal gain.
- h. treats people fairly, equitably and with dignity and respect.
- i. protects the rights and confidentiality of students and staff.
- j. demonstrates appreciation for and sensitivity to the diversity in the school community.
- k. recognizes and respects the legitimate authority of others.
- l. examines and considers the prevailing values of the diverse school community.
- m. expects that others in the school community will demonstrate integrity and exercise ethical behavior.
- n. opens the school to public scrutiny.
- o. fulfills legal and contractual obligations.
- p. applies laws and procedures fairly, wisely and considerately.

Comments: _____

Standard 6: Political, Economic, Legal, and Cultural Context

A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

OVERALL RATING: S NI U NA

PERFORMANCE CRITERIA WHICH GENERATE OVERALL RATING (CIRCLE)

The administrator facilitates processes and engages in activities ensuring that:

- a. the environment in which schools operate is influenced on behalf of students and their families.
- b. communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate.
- c. there is ongoing dialogue with representatives of diverse community groups.
- d. the school community works within the framework of policies, laws and regulations enacted by local, state and federal authorities.
- e. public policy is shaped to provide quality education for students.
- f. lines of communication are developed with decision makers outside the school community.

Comments: _____

Administrator's Name: _____

Position: ☐ Principal • ☐ Assistant Principal ☐ Central Office Administrator

SUPERVISOR COMMENTS: _____

CONFERENCE: _____ CONFERENCE: _____
CONFERENCE: _____ CONFERENCE: _____

THE SUMMATIVE EVALUATION HAS BEEN DISCUSSED WITH ME IN A
CONFERENCE WITH THE SUPERVISOR.

SUPERVISOR

EMPLOYEE

DATE: _____

DATE: _____